

***2016-2017
Nevada High School
CTE End-of-Program Technical Assessments and
Workplace Readiness Skills Assessment***

TEST COORDINATOR MANUAL



Nevada Department of Education

Office of Career Readiness, Adult Learning & Education Options

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INTRODUCTION AND OVERVIEW

The instructions contained in the school Test Coordinator Manual are a supplement to the *Nevada Department of Education Test Security Procedures 2016-17*. This manual describes procedures that district test directors and school test coordinators throughout the state must follow before, during, and after administration of the *CTE End-of-Program Technical (EOP) Assessments* and the *Workplace Readiness Skills (WRS) Assessment*.

All district test directors and school test coordinators must be familiar with the information included on the *Nevada Department of Education Test Security Procedures 2016-17: Overview and Instruction, Test Security, Students with Special Needs, and CTE Assessments*.

The information in *Procedures for the Nevada Proficiency Examination Program 2016 -17*, the *Test Coordinator Manual*, and the *Test Administrator Manual* for the CTE End-of-Program Technical Assessments and the Workplace Readiness Skills Assessment will provide the information necessary to train the test administrators and proctors in each school to administer the CTE examinations according to the policies and procedures mandated by *Nevada Revised Statutes* (NRS). Any additional questions on test administration or test security procedures should be directed to the district test director.

School District Personnel Responsible for Testing

The following school district personnel have direct responsibilities for the administration of the *CTE End-of-Program Technical Assessments* and the *Workplace Readiness Skills Assessment*:

- District Test Director
- School Test Coordinator
- Test Administrator
- Test Proctor

More information on the specific roles and responsibilities for each of these people can be found in the *Nevada Department of Education Test Security Procedures 2016-17*.

SCHOOL TEST COORDINATOR'S RESPONSIBILITIES

The school test coordinator's responsibilities before, during, and after the scheduled test is to aid in guaranteeing the integrity of the testing materials and administration. The school test coordinator may be the principal or a person delegated by the principal to handle the testing responsibilities; however, the principal is ultimately responsible for the testing at the school.

Before the Test:

- _____ Carefully read this *Test Coordinator Manual* as well as *Nevada Department of Education Test Security Procedures 2016-17*, *CTE End-of-Program (EOP) Technical Assessments* and *Workplace Readiness Skills (WRS) Assessment 2016-17*, and any local district directions provided for administering the HSPE Program. If you need further direction on the test, contact your local district test director.
- _____ Review Appendix D for the TSA Agreement, complete the agreement and email it to the NDE, CTE Assessment Coordinator listed on the form.
- _____ Review Appendix A for IT Preparations, make sure the IT department conducts a sample test (See Appendix A) to ensure computer labs are in good working order.
- _____ Follow your district guidelines for the order, maintenance, and return of testing materials.
- _____ Verify pre-id data to confirm student enrollment, student identifying information, IEP, EL (English Learner) and 504 status, and CTE assessment. (WRS and EOP test name)
- _____ Check your district testing schedule for the specific test window.
- _____ Determine the best testing locations for students, selecting test administrators and proctors, and determining testing group size.
- _____ Determine the time schedule for administering the test, following any district directions you have been provided.
- _____ Develop lists of eligible students for testing and have these ready to provide to the test administrators when they give the test and to make certain that students **are NOT tested multiple times** for the same CTE Assessment (WRS or EOP).
- _____ Provide test schedules to the school personnel who will be involved with testing.
- _____ Check with your special education facilitators, EL facilitators, and Section 504 building officers for any students who need to receive special testing accommodations. Make certain that students with special needs receive the appropriate accommodations.
- _____ Prior to testing, facilitate a process by which Test Tickets will be populated (see Appendix B for login instructions).
- _____ Develop procedures to be used during the following situations: emergencies such as a student getting sick during testing or unannounced fire drills.
- _____ Read the *Test Administrator Manual* for the CTE Assessments to become familiar with the testing scripts.
- _____ Develop and provide the training session and documentation of such for classroom test administrators and classroom proctors following the procedures outlined in *Nevada Department of Education Test Security Procedures 2016-17*.

Before the Test (Cont.):

- _____ Distribute only the *Test Administrator Manual* to test administrators so they can become familiar with the testing procedures.
- _____ Provide test administrators with your school, state, and CTECS contact numbers.

During the Test:

- _____ Distribute secure test materials on the day of the test using your school's orderly documenting process for transferring secure testing materials.
- _____ Monitor the test administration.
- _____ If an IT issue occurs: First, the student must **STOP** taking the assessment. Second, contact the test coordinator. Third, the Test Coordinator must contact CTECS immediately for technical support.

If a technical issue occurs, and the assessment is completed and submitted for grading, the score will stand.

After the Test:

- _____ Collect all test materials no later than the end of the day of testing, documenting the material transfer. Verify that ALL test materials have been received.
- _____ Collect all scratch paper from the testing session and shred.
- _____ Immediately report any irregularities in test administration or test security to the district test director and the NDE, CTE Office.

CONTACT INFORMATION

If you have questions or need support before, during, or after testing contact the NDE, CTE Office:

Marina McHatton - (775) 687-7285 - mmchatton@doe.nv.gov

Alex Kyser - (775) 687-7290 - akyser@doe.nv.gov

If during testing you have login issues, contact Marina McHatton for support.

If during testing you are having technical or system issues, contact CTECS (please have a local IT support staff available when you place the call):

Robyn Marshall - 404-994-6534 or 678-226-9000

Ken Potthoff - 404-994-6538 or 770-940-1883

Tim Withee - 404-994-6535

LIVE ASSESSMENTS

All CTE students enrolled in a completion level course (L2C, L3C, or L4C) will take the *Workplace Readiness Skills Assessment*.

All CTE students enrolled in a completion level course (L2C, L3C, or L4C) in the following listed areas will be required to take the *CTE End-of-Program Technical Assessment* in each student's area of study. Please note this list may change, the NDE, CTE Office will confirm the final program list prior to the registration window.

	Registration Window	Testing Window
Workplace Readiness Skills Assessment	January 23 – February 3, 2017	March 1 - March 31, 2017
End-of-Program Technical Assessments	January 23 – February 3, 2017	April 3 - April 28, 2017

Programs that will have a live test in the spring of 2017 are listed below.

- Accounting and Finance
- Administrative Services
- Aerospace Engineering
- Agricultural Mechanics Technology
- Agriculture Business Systems
- Agriculture Leadership, Communication and Policy
- Animal Science
- Animation
- Architectural and Civil Engineering
- Architectural Design
- Automotive Service Technician
- Automotive Technology
- Baking and Pastry
- Biomedical
- Business Management
- Collision Repair Technology
- Computer Science
- Construction Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Diesel Technology
- Digital Game Development
- Drafting and Design
- Early Childhood Education
- Electrical Engineering
- Electronic Technology
- Emergency Medical Technician
- Emergency Telecommunications
- Energy Technologies
- Entrepreneurship
- Environmental Engineering
- Environmental Management
- Family and Consumer Science
- Fashion, Textiles and Design
- Fire Science
- Floriculture Design
- Foods and Nutrition
- Forensic Science
- Furniture and Cabinetmaking
- Graphic Design
- Hospitality and Tourism
- Human Development
- Interior Design
- IT Networking
- IT Service & Support
- Landscape Design and Management
- Law Enforcement
- Marketing
- Mechanical Engineering
- Mechanical Technology
- Medical Assisting
- Metalworking
- Natural Resources & Wildlife Management
- Nursing Assistant
- Ornamental Horticulture/Greenhouse
- Pharmacy Practice
- Photography
- Radio Production
- Sports and Entertainment Marketing
- Sports Medicine
- Theatre Technology
- Veterinary Science
- Video Production
- Web Design and Development
- Welding Technology

SUGGESTED TESTING TIMES

- Allow 10-15 minutes for seating and instructions for the test.
- Allow 60 minutes for completion of the test, the test is timed.

PROVIDING ADDITIONAL TIME

Prior to testing, develop a plan for students who will need additional testing time to stay in the same location. The NDE, CTE Office must be notified during the registration process for additional time requests. Extended time of 2 ½ hours will only be given to students with an IEP, EL (English Learner) or Section 504 dictating the need for additional time. In no circumstances may the test be given over multiple days or over multiple sessions.

PARTICIPATION

Public schools, including charter schools, must ensure that all students enrolled in a completion level course in a CTE approved program of study have the opportunity to test. The school test coordinator is responsible for making certain that **ALL** CTE students are accounted for.

TEST SECURITY TRAINING

The school test coordinator is responsible for planning and implementing the training session for all individuals involved in the administration of CTE Assessments. The training is required in order to review the instructions for test administration, test security, and individual responsibilities, such as distributing and collecting materials, and monitoring to make certain that each student is working independently.

Detailed information on the required training procedures can be found in *Nevada Department of Education Test Security Procedures 2016-17*.

SCHEDULING AT THE SCHOOL LEVEL

School test coordinators usually provide the school's schedule for testing and assign school personnel who will actually administer the test. The examination is to be administered by one licensed test administrator who does not teach the program area in which the CTE End-of-Program Technical Assessment is being administered. One proctor should be provided for every group of 25-30 students.

ADMINISTRATION PROCEDURES/TESTING ENVIRONMENT

Specific instructions for administering the CTE Assessments are included in the *Nevada Department of Education Test Security Procedures 2016-17* and must be followed.

The administration manuals are not considered secure documents and may be distributed to test administrators prior to the date of the test administration. This enables test administrators to familiarize themselves with the testing instructions and script.

School test coordinators are to make certain that an optimum testing environment is provided for each student taking a test. The policy developed in conjunction with district test directors provides specific directions on what can be displayed on walls, workstations, and other information that clearly defines what students can and cannot use during the test.

Because testing environments can affect student scores, the following guidelines are provided for planning favorable environments.

Size of Testing Sessions: Districts may decide the sizes of testing sessions, but smaller testing sessions (approximately 25-30 students) provide better testing conditions.

The Room: A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning provides the most supportive conditions for students.

Seating: Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample blank (lined or unlined) scratch paper, a pencil, and a computer station.

When to Test: There is a CTE Testing window (see page 6) when CTE Assessments are to be administered. Please utilize the complete window to ensure that all CTE students are able to test, including a make-up day. Students should not take two exams consecutively.

Personnel: The examination must be administered by one licensed test administrator in each testing room with the help of as many proctors as necessary, depending upon the size of the testing center. If the test is being administered in large groups, **at least** one proctor should be provided for every group of 25-30 students. The proctor cannot be the student's teacher of record or teach the program area of study for the assessment being administered.

Test administrators and test proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed.

Helping Students: All test administrators and proctors must maintain an impartial and professional attitude; in no case may students be given help with the test. Testing procedures should be made clear. Any questions about procedures for marking or correcting answers should

be answered by repeating the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, permissible replies include: "Follow the instructions that you were given" and "Do your best."

Cheating: Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Exams are to be terminated for students who cheat. Students who cheat will receive a failing score, and be referred to the district test director for further appropriate action. All instances of cheating require submission of a Report of Test Irregularity, and are to be reported to the NDE, CTE Office.

No Electronic Devices: Students are not to wear headphones while taking the tests, nor are they allowed to have pagers, cell phones, PDAs, or any other electronic device on the desk or accessible during the testing. Exceptions are made for IEP, EL (English Learner) and/or Section 504 students under very specific, permissible circumstances. See your school test coordinator for direction.

Students Who Finish Early: Prior to testing; advise students to bring books or other reading materials to occupy their time if they finish early. These materials should not be on student desks while they are taking tests. Items for use after the examination are to be stored away from the student work area and not accessible until testing materials have been logged in and completion verified by the test administrator.

No Books, Dictionaries, Thesauruses, Notes, or Other Aids: No reference aids and materials may be accessible to students during the *CTE End-of-Program Technical Assessments* and *Workplace Readiness Skills Assessment*.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Accommodations are available for IEP, EL (English Learner), and Section 504 students who have Testing Accommodation Plans.

The school test coordinator must make certain that all students with special needs receive the appropriate accommodations, as needed. It may be necessary to obtain special permission for certain accommodations. The school test coordinator may begin the process by contacting the district test director who will in turn contact the NDE, CTE Office. For more information about testing students with special needs, please see *Nevada Department of Education Test Security Procedures 2015-16*.

INVALIDATION OF TEST SCORES

Several circumstances may necessitate invalidating a student's score. Instances of cheating on CTE assessments will require the test to be terminated. All instances of invalidation require that a Report of Test Irregularity must be filed with the NDE, CTE Office **regardless of the reason for the invalidation**. *Taking the same assessment twice during a testing window would be a cause for test score invalidation.*

TEST REGISTRATION PROCESS

The registration process will mirror the process used for all HSPE exams (PreID). The NDE, CTE Office will contact Test Directors and Coordinators to verify pre-id data to confirm student enrollment, student identifying information, IEP, EL (English Learner) and 504 status, and CTE assessment (WRS and EOP test name).

Please refer to Appendix B for instructions on how to print Test Tickets and Assessment Reports.

ASSESSMENT RETEST/RETAKE POLICY

In the event that a candidate does not pass their first (1st) attempt on any Nevada Career and Technical Education (CTE) assessment, a waiting period between the first (1st) and second (2nd) attempt to pass such assessments is required. The Department of Education will establish a retest/retake testing window that will begin no less than fourteen (14) calendar days from the close of the last day of the live testing window.

- A. Retest/Retakes are not allowed after the successful completion of an assessment.
- B. A candidate can retest/retake an assessment one (1) time during the retest/retake window.
 - B.1. A candidate can only participate in the retest/retake window if he or she has participated in the initial testing window for that school year.
- C. A candidate will be permitted to retest/retake an assessment during the following school year as long as they are enrolled in a secondary school and have reached CTE completer status in the approved course of study aligned with the assessment during the previous school year.
- D. A test result found to be in violation of the retest/retake policy will be invalidated, which will result in no credit awarded for the assessment taken.
- E. The school district, school, charter school, or the candidate will be responsible to pay the assessment fee for the retest/retaking of an assessment. The district must follow the timeline and procedures regarding registration of the retest/retake candidates.

ASSESSMENT MAKEUP POLICY

In the event a candidate was not able to take an assessment due to extenuating circumstances, the school district, school, or charter school may submit a makeup request. The request must be in writing and signed by the site administrator, site testing administrator, or the agency testing coordinator, and explain the extenuating circumstance(s) that prevented the candidate from participating during the live testing window. The written request must be received at the Department of Education, Office of Career and Technical Education within fourteen (14) calendar days of the close of the testing window. The Department will review the request and notify the district of the outcome within seven (7) calendar days of receipt of the written request.

APPENDIX A

BASIC IT REQUIREMENTS

Browser: The testing program is best viewed using IE 9+, Firefox, or Chrome on Windows 7 and 8, or Mac.

Other browsers beyond what is listed above may work, but the specified browsers are the only versions actively tested and supported. Bandwidth may be an issue if it is not "dedicated." A school may have 5 T1s, but if they have 50 students in the library streaming videos, the entire capacity is going to be used. The bandwidth estimation of this requirement is based on 150–200 students simultaneously taking the test on a dedicated T1 and experiencing no delays.

Display Properties: The testing program is best viewed at 1024 x 768. It will work at 800 x 600.

Bandwidth: The bandwidth recommendation is a T1 line for every 150 simultaneous users. The T1 may be able to serve additional students; however, student populations greater than 150 per site have not been tested and confirmed by Testing Fluency Institute (TFI).

Memory: There are no specific requirements for the CPU, RAM, etc. If the machine will run the browser, the E-SESS application will run.

Sample Test – (Prior to the Test)

Below is a sample Test Ticket to try the system. Please note: this sample Test Ticket is provided as an example of the way the system looks and works and to ensure that the technical requirements have been met.

Site URL:	www.techfluency.org/esess
Org. Name:	Sample
First Name:	Sample
Last Name:	Sample
Password:	Sample

Please do the following using the sample Test Ticket above:

1. Communicate with your school's technical support staff and let them know about the test and the IT requirements. Let them know that if you can take the test and submit it for grading, you are ready for test day. If you cannot access the site or test, call the CTECS contacts below, and we will resolve your issues.
2. Open E-SESS™, the online test system, using the Web address at the top of the Test Ticket.
3. Take the test and submit for grading, using the sample Test Ticket information in the classroom/lab where you will be administering the test.

TIPS AND SOLUTIONS

The students are using an online assessment tool called E-SESS. The Website is www.techfluency.org. The following details a few problems you may experience including suggested actions to either diagnose or fix the problem.

If the students are having general connection issues, check the following:

- If possible, check the packet loss in the lab.
 - Perform a traceroute to www.techfluency.org to see if the connection to E-SESS is OK and packet loss is minimal.
1. The test will not load at all. The student clicks the Begin button but the page never opens.
 - a. Check for a popup blocker.
 - b. Check the firewall and/or proxy server to see if www.techfluency.org is being blocked.
 - c. Close all open browser windows (even any minimized ones). Try again. It is possible for the test to already be open and just be minimized or for an open window to prevent the test from opening.
 2. The student clicks Begin and the page opens, but the test never shows up.
 - a. Check the browser version. IE should be 7+. Firefox should be 4+.
 - b. Try just closing the assessment and click Begin again.
 - c. Check for any specific errors showing up and contact CTECS with the exact error message.
 3. “The students keep getting disconnected.” The message on the screen should be something like “Please wait while your test is being loaded. The connection to the server has slowed or stopped....”
 - a. This means the AJAX call to E-SESS failed. This could be due to server packet loss on an overloaded network. When the student begins the test, it will download about 100K, but the typical transaction after that is only around 10K, so it doesn’t require much bandwidth. You might also check if a firewall or proxy server is blocking communication with www.techfluency.org.
 4. The test is going really slowly. Each question takes more than ten seconds to load.
 - a. The simplest check is to see if it is the computer itself by seeing if the browser is responsive enough when changing to other sites such as the local school website. If the computer seems acceptable, try a connection speed test such as <http://speedtest.net>. Run the test and see if the numbers are abnormally low.

If you have any technical concerns prior to the test, please contact CTECS via phone or e-mail.

Robyn Marshall - rmarshall@ctecs.org - 404-994-6534 or 678-226-9000

Ken Potthoff - kpotthoff@ctecs.org - 404-994-6538 or 770-940-1883

Tim Withee - twithee@ctecs.org - 404-994-6538

APPENDIX B**USING YOUR E-SESS ADMINISTRATOR ACCOUNT TO GENERATE ASSESSMENT REPORTS****Introduction**

Once your students are registered in the E-SESS system, you will receive an e-mail message from information@techfluency.org with your Test Site Administrator login and password information. As the Test Coordinator, you are the central contact for your site. This information will allow you to access the E-SESS assessment system and view and print student assessment login information and several summative reports.

Prior to the day of the test, you will need to access E-SESS and generate the Test Ticket Report. This report contains Test Tickets for each registered student. Once the report is generated, you will be able to view or print the report and distribute the Test Tickets appropriately.

After the test, you will log into E-SESS again to access the Summative Assessment Reports:

- Grade Report
- Assessment Statistics Report
- Standards Performance Summary with Graph Report

Steps to Login to Your E-SESS Account

1. Make sure your pop-up blocker is off on your internet browser.
2. Follow the link provided in the e-mail message:
(<http://www.techfluency.org/esess/Admin>)
3. Enter the organization information provided in the e-mail message in the **Organization** field.
4. Enter your password in the **Password** field.
5. Click the **Log In** button. The Administrative Menu will be displayed.

LoginA screenshot of the E-SESS login form. It is a rounded rectangle with a blue border. Inside, there are two text input fields: the top one is labeled "Organization" and the bottom one is labeled "Password". Below these fields is a blue button with the text "Log In" in white.**E-SESS**©2012 Technological Literacy Group, Inc. All rights reserved. By honoring our copyright, you enable us to invest in research for education.

Administrative Menu

The Administrative Menu provides access to several reports and the Help Menu.

To view the detailed menu click on the title Reports and Help.

Steps to Print Test Tickets Using the Test Tickets Report

Prior to testing, you will need to access E-SESS and generate the Test Tickets Report. This report contains the “test tickets” for each registered student. Once the report is generated, you will be able to view or print the report and distribute the test tickets appropriately.

The Test Tickets Report generates an alphabetical, block-format list of participant names and passwords. The report is designed to be printed. Each login information block can be cut out and distributed to the participants or test proctors.

This report must be created using filters. You must filter by **Enrollment Date**. The **begin** date is the date that students were imported into the E-SESS system. The **end** date is the first date of the testing window for the assessment. If no filters are used, the default Test Ticket Report lists all participants for a given organization.

The screenshot shows the 'Test Tickets' report interface. At the top, there is a 'View' button and a title 'Test Tickets'. Below the title, there is a section for 'Optional Filters' with a 'Pagebreak on' dropdown menu. A list of filters is provided, including 'Search by Enrollment Date', 'Search by Start Date', 'Search by Last Name', and 'Search by Assessment'. A list of CTE courses is shown, such as 'Accounting and Finance', 'Administrative Services', 'AG MET Equipment Fabrication Systems', 'AgMET Power Systems', and 'AgMET Structural Systems'. There are also checkboxes for 'Only include accounts with assessments', 'Include assessment names', 'Truncate assessment list if it's too long', and 'Print separate cards for each assessment'. A 'Cards per page' dropdown is set to 12. A 'View' button is at the bottom left. To the right of the filters, there are two text boxes: one with a note about optional filters and another explaining the 'Enrollment date' and 'Start date'.

Test Tickets

View

Optional Filters

Pagebreak on

+ Search by Enrollment Date

+ Search by Start Date

+ Search by Last Name

Search by Assessment

Accounting and Finance

Administrative Services

AG MET Equipment Fabrication Systems

AgMET Power Systems

AgMET Structural Systems

+ Search by CTE Course Name

+ Search by CTE Test Condition

+ Search by Cut Score

+ Search by District Code

+ Search by District Name

+ Search by Extra time

+ Search by iep_plan

+ Search by School Code

+ Search by School Name

+ Search by School Year Code

+ Search by section_504_plan

+ Search by slug_key

+ Search by Student ID

+ Search by Teacher

+ Search by Teacher Identifier

+ Search by Test Coordinator

+ Search by Unique ID

☒ Only include accounts with assessments

☒ Include assessment names

☒ Truncate assessment list if it's too long

☒ Print separate cards for each assessment

Cards per page: 12

View

NOTE: The Optional Filters displayed will vary.

Make selections based on your organization and demographics.

Enrollment date is the day the student was imported into the E-SESS System.

Start date is the day the student took the assessment

To use the Test Ticket Report:

1. Click **Reports**.
2. Click **Login**. The Test Tickets Report opens in a new window.
3. Filter the report.
 - a. Click the + to expand the filter.
 - b. Click the **drop-down arrows** to set the range.

The first filter is "**Pagebreak On**." This filter enables the report to insert a page break on a designated demographic (for example, “Search by Last Name”). The test tickets are then grouped by that demographic; each new demographic will print on a new page with a header listing the demographic.

Click **View**. A filtered Test Ticket Report appears.

4. Print or save the report as a pdf by following one of the steps below.
 - a. Click the **Printable** button to see a printable version of the report in your browser window.
 - b. Click the **PDF Version** button to create a pdf version of the report.


[Start Over](#)

[Printable](#)

[E-mail](#)

[PDF Version](#)

Test Tickets



Site URL:	https://secure.techfluency.org/esess/
Org. Name:	organization name
First Name:	student's first name
Last Name:	student's last name
Password:	password

Site URL:	https://secure.techfluency.org/esess/
Org. Name:	organization name
First Name:	student's first name
Last Name:	student's last name
Password:	password

Site URL:	https://secure.techfluency.org/esess/
Org. Name:	organization name
First Name:	student's first name
Last Name:	student's last name
Password:	password

Site URL:	https://secure.techfluency.org/esess/
Org. Name:	organization name
First Name:	student's first name
Last Name:	student's last name
Password:	password

Site URL:	https://secure.techfluency.org/esess/
Org. Name:	organization name
First Name:	student's first name
Last Name:	student's last name
Password:	password

Site URL:	https://secure.techfluency.org/esess/
Org. Name:	organization name
First Name:	student's first name
Last Name:	student's last name
Password:	password

The Assessment Scores Report

This report enables coordinators to quickly see what each participant scored on a particular assessment. The report also provides the date that the assessment was completed and the status of the assessment whether it is accessible or locked.

To use the Assessment Scores Report:

1. Click **Reports** from the Administrator Menu (see page B-2 for instructions on accessing the Administrator Menu).
2. Click **Assessment Scores Report**. The report opens in a new window.
3. **Search by start date** so you will pull reports for the test session you are looking for (use the test window dates).

Assessment Scores Report

A screenshot of the Assessment Scores Report search interface. It features a "View" button at the top. Below it is a section titled "Optional Filters" with three expandable options: "+ Search by enrollment date", "+ Search by start date", and "+ Search By Last Name". Under the last option is a "Search by Assessment" dropdown menu with a list of assessment categories: AgMET Equipment Fabrication Systems, AgMET Power Systems, AgMET Structural Systems, Architectural Drafting and Design, and Culinary Arts. Below the dropdown are four more expandable options: "+ Search by School Code", "+ Search by School Name", "+ Search by Student ID", and "+ Search by Teacher". A second "View" button is at the bottom of the interface.

NOTE: The Optional Filters ("Search by" options) displayed will vary.

Make selections based on your organization and demographics.

Enrollment date is the day the student was imported into the E-SESS System.

Start date is the day the student took the assessment

E-SESS

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[Start Over](#)[Printable](#)[E-mail](#)[Excel Output](#)**Assessment Scores Report**
 Filters: Assessment Date Taken (2012-05-01 : 2012-05-18), Assessment
(Culinary Arts)

Number	Participant Name	Assessment Type	Assessment Name	Percent Correct	Date Completed	Assessment Status
1		Traditional Assessment	Culinary Arts	72 / 100 (72%)	05/07/2012	Locked
2		Traditional Assessment	Culinary Arts	74 / 100 (74%)	05/07/2012	Locked
3		Traditional Assessment	Culinary Arts	61 / 100 (61%)	05/07/2012	Locked
4		Traditional Assessment	Culinary Arts	61 / 100 (61%)	05/07/2012	Locked
5		Traditional Assessment	Culinary Arts	78 / 100 (78%)	05/07/2012	Locked
6		Traditional Assessment	Culinary Arts	71 / 100 (71%)	05/07/2012	Locked
7		Traditional Assessment	Culinary Arts	71 / 100 (71%)	05/07/2012	Locked
8		Traditional Assessment	Culinary Arts	65 / 100 (65%)	05/07/2012	Locked

E-SESS

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NOTE: It is against FERPA guidelines to email student specific/identifiable data, please do not use the email function. Download the Excel document to hand to staff.

The Grade Report

(Note: The Grade Report can only be generated for assessments with set cut scores. For other assessments, use the Assessment Scores Report. Refer to page B-5 for instructions).

This report enables administrators to quickly see what each participant scored on a particular assessment. To use the Grade Report:

1. Click **Reports** from the Administrative Menu (see Page B-2 for instructions on accessing the Administrator Menu).
2. Click **Grade Report**. The Grade Report opens in a new window.
3. Select the assessment from the drop-down list.
4. Click an option under **Grade Scale**.
5. Click **Submit**. The Grade Report is displayed. The report lists:
 - the name of the assessment
 - assessment description (if given)
 - exam type
 - grade scale (if there is one)
 - participants' names (ordered alphabetically by last name)
 - participants' scored percentage (23/34)
6. Participants' letter grades Print or save the report as a pdf or Excel file by following one of the steps below.
 - a. Click the **Printable** button to see a printable version of the report in your browser window.
 - b. Click **Excel Output** to open the report as an Excel (Office 2003) file. This file can be saved on your local computer and distributed as needed.
 - c. Click the **PDF Version** button to create a pdf version of the report.

Grade Report



The screenshot shows a web interface for generating a Grade Report. It includes a dropdown menu for selecting an assessment from a list including AgMET Equipment Fabrication Systems, AgMET Power Systems, AgMET Structural Systems, Architectural Drafting and Design, Culinary Arts, Employability Skills for Career Readiness, Graphic Design, and Mechanical Drafting and Design. Below this is a 'Participants' section with a list box. Under 'Grade Scale', there are radio buttons for 'Show only passing scores', 'Show only failing scores', and 'Show all records'. A section titled '+ Search by' contains several expandable options: 'enrollment date', 'start date', 'School Code', 'School Name', 'Student ID', and 'Teacher'. A 'Submit' button is at the bottom.

NOTE: The Optional Filters
("Search by" options) displayed
will vary.

Make selections based on your
organization and demographics.

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Grade Report



Name: Culinary Arts
 Type: Traditional Assessment
 Filters:
 Grade Scale : Met : 100 - 65 % *
 Did Not Meet : 64 - 0 %

Row	First Name	Last Name	Percentage	Grade
1	Student's FN	Student's LN	66 / 100 (66%)	Met
2	Student's FN	Student's LN	72 / 100 (72%)	Met
3	Student's FN	Student's LN	63 / 100 (63%)	Did Not Meet
4	Student's FN	Student's LN	74 / 100 (74%)	Met
5	Student's FN	Student's LN	63 / 100 (63%)	Did Not Meet
6	Student's FN	Student's LN	52 / 100 (52%)	Did Not Meet
7	Student's FN	Student's LN	61 / 100 (61%)	Did Not Meet
8	Student's FN	Student's LN	51 / 100 (51%)	Did Not Meet
9	Student's FN	Student's LN	61 / 100 (61%)	Did Not Meet
10	Student's FN	Student's LN	71 / 100 (71%)	Met
11	Student's FN	Student's LN	78 / 100 (78%)	Met
12	Student's FN	Student's LN	71 / 100 (71%)	Met
13	Student's FN	Student's LN	59 / 100 (59%)	Did Not Meet
14	Student's FN	Student's LN	60 / 100 (60%)	Did Not Meet
15	Student's FN	Student's LN	71 / 100 (71%)	Met
16	Student's FN	Student's LN	64 / 100 (64%)	Did Not Meet
17	Student's FN	Student's LN	52 / 100 (52%)	Did Not Meet
18	Student's FN	Student's LN	65 / 100 (65%)	Met

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The Assessment Statistics Report:

The Assessment Statistics report provides data about a specific assessment. Data includes:

- number of participants who have taken the assessment
- date range of the assessment administration
- time limit for the assessment, if applicable
- minimum and maximum score possible
- low, high, mean, median, and mode scores
- standard deviation
- range and interquartile range
- lowest number, highest number, and average number of items answered
- shortest time, longest time, and average time used to complete the assessment
- score distribution by range

To generate the report:

1. Select **Assessment Statistics** Report from the Administrative Menu (see page B-2 for instructions on accessing the Administrative Menu). You will see a list of filters to use for generating the report.
2. Select the appropriate assessment.
3. Filter the report, if desired.
 - a. Click the assessment name to filter by a specific assessment or set of assessments. To select more than one assessment, press and hold the Control key.
 - b. Click the + to expand the filter.
 - c. Click the drop-down arrows to set the range.
4. Click View. The Assessment Statistics report appears.
5. Print or save the report as a pdf or Excel file by following one of the steps below.
 - a. Click the **Printable** button to see a printable version of the report in your browser window.
 - b. Click **Excel Output** to open the report as an Excel (Office 2003) file. This file can be saved on your local computer and distributed as needed.
 - c. Click the **PDF Version** button to create a pdf version of the report.

Assessment Statistics



NOTE: The Filters and “Search by” options will vary.

Make selections based on your organization and demographics.

Enrollment date is the day the student was imported into the E-SESS System.

Start date is the day the student took the assessment

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Assessment Statistics



Filters: All participants included

Assessment: Culinary Arts

Description:

Number participants: 18

Items on assessment: 100

Testing range: 02/10/2012 - 05/07/2012

Time limit: 01:00:00

Minimum score possible: 0

Maximum score possible: 100

Mean score: 64.11

Median score: 64

Mode score: The following score(s) occurred 3 time(s): 71

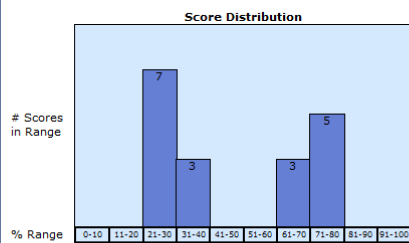
Standard deviation: 7.56

Reliability coefficient (KR21): 0.6035

Score Range: 27

Interquartile range: 11

	Min	Max	Mean
Score	51	78	64.11
Time	00:25:19	00:46:25	00:37:45
Items Answered	41	100	67.22



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Standards Performance Summary with Graphs Report

This report enables coordinators to see the aggregate data of all participants on each standard. The report lists the standard set and provides a graph of the percent correct for each standard element. Screen shots of this process are on the next page.

To use the Standards Performance Summary with Graphs report:

1. Click Reports.
2. Click Standards Performance Summary with Graphs. The Standards Performance Summary with Graphs report opens in a new window.
3. Select a standard set from the drop-down list.
 - To select additional levels of the standard set, click **Down** or **Up**. The information displayed will be used as the standard set filter.
4. Select an assessment.
5. Select the demographic breakdowns (*optional*).
6. Select which standards are to be shown. For instance, all standards, only standards at or below a specified level.
7. Filter the report.
 - a. Click the checkbox to include only scored items, include only standards with results, or to accumulate results for all levels.
 - b. Click the drop-down arrows to set an assessment administration date range.
 - c. Click the + to expand the other filters.
8. Click **Submit**.
9. The Standards Performance Summary with Graphs report appears.
10. Set the depth of the report by clicking the drop-down arrow.
11. Print or save the report as a pdf or Excel file by following one of the steps below.
 - a. Click the **Printable** button to see a printable version of the report in your browser window.
 - b. Click **Excel Output** to open the report as an Excel (Office 2003) file. This file can be saved on your local computer and distributed as needed.
 - c. Click the **PDF Version** button to create a pdf version of the report.

Standards Performance Summary



Submit

Standards

Up

Down

Assessment
 AgMET Equipment Fabrication Systems
 AgMET Power Systems
 AgMET Structural Systems
 Architectural Drafting and Design
 Culinary Arts

FILTERS
☒ Include only scored items
☒ Include only standards with results
☐ Accumulate results for all levels

Assessment Date
 Begin: End:

 + Search by School Code
 + Search by School Name
 + Search by Student ID
 + Search by Teacher

Submit

***existing correlations**

Assessment	Standard Set
AgMET	
Equipment	Ag MET Equipment
Fabrication	Fabrications
Systems	
AgMET Power	Ag MET Power
Systems	Systems
AgMET	Ag MET Structural
Structural	

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Standards Performance


Assessment: Culinary Arts
Standard Set: CULINARY ARTS

 Filters: All Standards
 Number tested: 18

Depth: 3) Standard

1) CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS		
1) Performance Standard 1.1 : Describe the Professional Foodservice Industry, History, Traditions, and Current Trends		62.5 %
2) 1.1.3 Determine differences and similarities of various types of international and regional cuisines		
2) Performance Standard 1.2: Analyze Career Paths and Opportunities in Foodservice Industries		94.44 %
4) 1.2.4 Perform different jobs in food production and service		
3) Performance Standard 1.3: Develop and Model Professional and Ethical Workplace Behaviors.		100 %
2) 1.3.2 Employ professional and ethical workplace behaviors		
2) CONTENT STANDARD 2.0 : INTERGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY		
1) Performance Standard 2.1: Integrate Microorganisms Found in Food and Their Role in Food Borne Illness		44.44 %
1) 2.1.1 Analyze food borne symptoms, illnesses and their causes		
2) 2.1.2 Practice safe food handling techniques and prevention of food borne illnesses		100 %
2) Performance Standard 2.2 : Comply with Health Department Regulations		
1) 2.2.1 Practice appropriate personal hygiene/health procedures and report symptoms of illness		88.89 %
3) 2.2.3 Demonstrate an awareness of local health department regulations		87.5 %
3) Performance Standard 2.3 : Utilize Safe Food-Handling Principles to Minimize the Risks of Food Borne Illnesses		
1) 2.3.1 Identify and implement procedures for critical control points		62.5 %
2) 2.3.2 Implement safe food-handling procedures		76.92 %
3) 2.3.3 Explain the HACCP (Hazard Analysis Critical Control Point) plan		44.44 %
4) Performance Standard 2.4 : Utilize Proper Facility Management Techniques for Cleaning		
1) 2.4.1 Apply proper warewashing and pot washing techniques		84.62 %
2) 2.4.2 Identify and utilize approved chemicals and appropriate uses		65.38 %
3) 2.4.3 Practice proper facility cleaning and sanitation		93.75 %
5) Performance Standard 2.5 : Demonstrate Basic First Aid Procedures to Injuries Common in the Foodservice Industry		100 %
3) 2.5.3 Explain emergency procedures		
6) Performance Standard 2.6 : Recognize Procedures and Precautions to Prevent Accidents and Injuries		
1) 2.6.1 Implement appropriate procedures and precautions to prevent accidents and injuries		75 %
2) 2.6.2 Recognize OSHA standards		75 %
3) CONTENT STANDARD 3.0 : APPLY SKILLS IN FOOD SERVICE, EQUIPMENT AND PRODUCTION		
1) Performance Standard 3.1 : Explore Foodservice Tools and Standardized Equipment		
1) 3.1.1 Determine tools and equipment for appropriate use		87.5 %
3) 3.1.3 Clean and maintain tools and equipment while recognizing OSHA standards		96.15 %
2) Performance Standard 3.2 : Develop Necessary Knife Skills		
1) 3.2.1 Produce and describe basic knife cuts		75 %
2) 3.2.2 Demonstrate how to properly handle, sharpen, and maintain knives		61.54 %
3) Performance Standard 3.3 : Establish Workplace Mise En Place		
1) 3.3.1 Demonstrate mise en place		76.92 %
4) Performance Standard 3.4 : Employ Proper Measuring Techniques		
3) 3.4.3 Describe the difference between weight and volume measuring		83.33 %
5) Performance Standard 3.5 : Utilize Recipe Standards		
1) 3.5.1 Convert recipes from one yield to another		100 %
2) 3.5.2 Utilize a standardized recipe		92.31 %

APPENDIX C

E-SESS Testing – Student Log In and Navigation Instructions

Test Ticket

Below is a sample Test Ticket. Each row on the ticket will be used to access the online test. The most critical row is the Site URL. This needs to be typed into the address bar of the Web browser and will take you to the testing site.

Site URL:	www.techfluency.org/esess
Org. Name:	Nevada CTE
First Name:	<i>Battle</i>
Last Name:	<i>Born</i>
Password:	<i>State</i>
Assessment:	<i>Workplace Readiness Skills</i>

Web address typed in by students to access the test.

Log In

Below there is a screen shot of the test log in page. Students will type in the information given on their Test Tickets here. The information is not case sensitive. Do not let students change their name, it may invalidate their scores.

Participant Guide
A visual orientation to the participant assessment interface.

Log In

Organization:
First Name:
Last Name:
Password:

Log In Information
All information is required. Fields are not case sensitive.

Problems Logging In?
If you were given information to log in that does not match what you are being asked for [Click here for assistance](#)

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1. **Participant Guide:** This link will open the Participant Guide.
2. **Organization:** This information should be provided to you by your test coordinator. Include spaces where applicable.
3. **First Name:** Type the student's first name as it was provided to them on their Test Ticket.
4. **Last Name:** Type the student's last name as it was provided to them on their Test Ticket.
5. **Password:** Type the student's password as it was provided to them on their Test Ticket.
6. **Log In:** Click this button to proceed after students have entered all the necessary information described above.
7. **Problem:** Click this link if this page does not look appropriate for your organization.

Sample Assessment Item

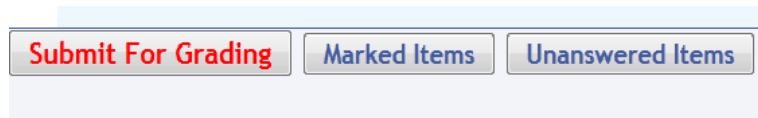
This is an example of an assessment item. After students click the Begin button on the Program Menu, they will see a screen similar to this one.

The screenshot shows a digital assessment interface. At the top, it displays 'Time remaining: 00:48:19' on the left, two buttons labeled 'Close Assessment' and 'Calculator' in the center, and '11/20' on the right. Below this header is a large white area for the question. It starts with a checkbox labeled 'Mark the item below for review'. Underneath, it says 'Chosen Answer: None' in red text. The question itself is '11) $1 + 2 * 4 + 8 * 2 =$ '. Below the question are four radio button options: 48, 49, 25, and 41. At the bottom of the interface is a navigation bar containing a 'Save Answer' button on the left, and a group of buttons on the right: 'Previous', 'Go to # 11' (with a dropdown arrow), 'Next', and 'Review'.

1. **Time Remaining:** The test is timed; the time remaining will be displayed here and run down to 0.
2. **Close Assessment:** This button closes the assessment screen and returns you to the Program Menu.
3. **Calculator:** If the calculator is available in the assessment, click this button to gain access to a basic 4-function calculator.
4. **Item Count:** This displays the current item number and the total number of items on the test.
5. **Mark for Review:** Use this check box if students wish to mark the item for review. If they do so, the item will be highlighted in blue on the Review Assessment page. Students may mark as many items as they like for review. Items may be answered or left blank when marked for review. It is a visual reminder only. It does not affect the assessment.
6. **Answer Area:** If the item has not been answered yet, red text will indicate this. The item on the screen in this example is a multiple-choice question. Students will choose the most appropriate answer from the list by clicking the small circle beside their choice. Students may choose only one answer. Students can change their answer selection by clicking a different circle.
7. **Save your answer:** The Save Answer button will bring up either the next item or the review page.
8. **Navigation:** The navigation buttons allow students to move throughout the test.
 - **Previous:** This button will take students to the previous item unless they are already at the beginning of the assessment.
 - **Go to #:** Clicking on the list of item numbers will take students directly to the selected item.
 - **Next:** This button will take students to the next item or the review page if they have reached the end of the assessment.
 - **Review:** This button takes students to the review page, which will display all questions on the page at once.

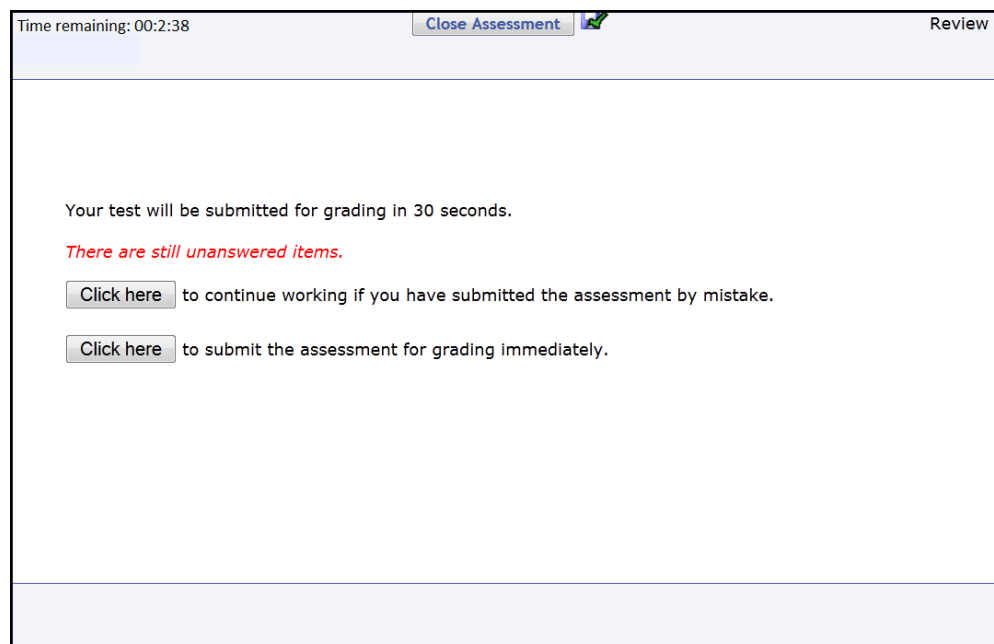
Review Assessment

After students have answered all the items or if they click the “Review” button, students will see the Review Assessment page. This page displays all of their chosen answers and lists the items vertically so that they can scroll down to check each answer. Once students have checked all answers, click on the Submit for Grading button shown below.



Clicking this button will submit the assessment for grading and lock students out of the assessment. Do not have students click this button until they are satisfied with all of their answers.

After students click “Submit for Grading,” they will see the Assessment Submission page. It gives them an opportunity to continue working or to finalize the submission.



1. **Time Remaining:** The test is timed; the time remaining will be displayed here and run down to 0.
2. **Close Assessment:** This button closes the assessment screen and returns students to the Program Menu.
3. **Submission Text:** Text will describe what is happening. This example explains that the assessment will be submitted in 30 seconds if students take no action. It also states that some items have not been answered yet.
4. **Continue Working:** Clicking this button takes students back into the assessment and allows them to continue working.
5. **Submit Immediately:** Clicking this button locks students out of the assessment and will bring up any conclusion text, such as the score, if available.

APPENDIX D**Test Site Administrator (TSA) Agreement**

TSA Agreements are required for sites administering a CTE assessment. Please fill out the form using the sample form as an example and send it to the CTE test coordinator two weeks prior to the test window start date. This form ensures that support staff is available on the days you plan to administer exams, and acknowledges that you will follow good test security practices.

To download the fillable pdf TSA agreement please visit the CTE Assessment website at: [http://cteae.nv.gov/Career and Technical Education/CTE Assessments Home/](http://cteae.nv.gov/Career_and_Technical_Education/CTE_Assessments_Home/)



CTECS Assessment

Test Site Administrator Registration and Agreement Form

This form must be completed for each assessment order.

The CTECS Test Site Administrator Agreement and Security Policy are designed to protect the test taker, the organization who is administering the test, and CTECS' proprietary assessment data according to CTECS consortia bylaws and policies.

Questions? Contact Robyn Marshall, rmarshall@ctecs.org, 404-994-6534 or 678-226-9000 or Ken Potthoff, kpotthoff@ctecs.org, 404-994-6538.

Test Site Administrator

Name	Jane Doe
Title	Assistant Principal
School	ABC High School
Address	123 First Blvd.
City/State/Zip	Carson City, NV 12345
E-mail address	jdoe@abchs.k12.nv.us
Phone Number	(775) 123-1234

Assessment Sites / Scheduling

List each assessment site below and provide the other requested information. This agreement will apply to all of the listed sites/schools.

District	School	Assessment Title	Date of Assessment
DEFG	ABC HS	Workplace Readiness Skills	X/X/15
DEFG	ABC HS	Animal Science	X/X/15
DEFG	ABC HS	Marketing	X/X/15
DEFG	ABC HS	Automotive	X/X/15

CTECS Assessment Policy

Security

Please read this Security Policy and acknowledge that you agree to the terms by typing "yes" in the box at the end of this page.

As the Test Site Administrator,

- I understand that CTECS retains all information regarding this assessment, which includes all test items.
- I understand that all assessment participants are using CTECS testing services and do not have any ownership over the assessment materials/items.
- I accept delivery of and/or using any CTECS' assessment.
- I recognize the professional, legal, and ethical responsibility for maintaining assessment security.
- I understand that it is my responsibility to be aware of and follow procedures defined in the guides and information provided on the CTECS web site for fulfilling the role of Test Site Administrator.
- I will abide by Federal copyright law that prohibits unauthorized reproduction.
- My organization is liable for any violation of this Agreement and Security Policy by anyone involved in the test administration process.
- My organization is responsible for adhering to CTECS' policies associated with the testing process.

I agree to adhere to the terms and conditions in this Security Policy.

Enter your name here to agree:

Jane Doe

Please e-mail this completed form to Marina McHatton mmchatton@doe.nv.gov, or you can fax it to (775) 687-8636 (attention Marina McHatton).